Attendance, Study-Skills Efforts Hike Achievement, Officials Say

By Sheppard Ranbom

Policies that increase daily attendance, improve student study skills, and increase the number of required core courses provide the most effective means to improve the academic performance of students, according to administrators polled in a nationwide survey.

About two-thirds of the administrators, who represented 571 school districts, rated increasing attendance as "highly important" for improving student achievement, and nearly half strongly favored increasing the number of required core courses and the number of study-skill courses.

The survey was conducted by the National Center for Education Statistics for the National Commission on Excellence in Education, to provide the panel with information on high-school academic requirements and school districts' efforts to boost academic achievement.

Although one-fourth of the administrators rated minimum-competency requirements for graduation and expanded inservice training for teachers as "highly important" in improving achievement, fewer than 10 percent responded that minimum-competency tests for teachers, an extended school day or school year, or increased homework were "highly important" in that effort.

Nearly half of the administrators said, however, that increasing homework was at least "moderately important."

Bolster Academic Achievement

In the last three years, the survey suggests, school districts have initiated activities to bolster academic achievement that correspond closely to the priorities of the district administrators.

Some 69 percent of the officials indicated that they have already implemented programs to increase daily student attendance, and 51 percent reported plans for new or additional activity in this area.

Since 1979-80, about half of the districts have established new requirements for core subjects and programs that make study-skills courses more available to students, according to the survey.

Urban Districts More Active

Urban school districts were more active than suburban or rural districts in promoting changes, particularly with regard to improving student attendance, establishing or increasing minimum-competency requirements for graduation, and requiring additional homework, the survey indicates.

Requirements for graduation and time spent in class vary widely among school districts, the study shows. Although high-school students nationally average about five hours of for-credit classes each school day, the amount of time spent in those classes ranges from a high of 350 minutes or more daily for 10 percent of the districts to a low of 240 minutes or less for another 10 percent.

On the average, districts require a total of 19.8 credits for graduation, or about five credits per year for the typical four-year program. However, 5 percent of the school districts surveyed require as many as 24 credits, although another 5 percent require as few as 16.5 credits. That is a difference of about one and a half years of required credit, according to the study.

The school districts surveyed require for high-school graduation an average of: 3.6 credits in English/language arts; 2.6 credits in social studies/history; 1.7 credits in mathematics and in physical education/health; 1.6 credits in science; and fewer than 0.1 in foreign languages.

The survey's also found that:

- Minimum-competency tests for graduating seniors are required by about one-fourth of the districts.
- About 23 percent of the school districts have formal policies requiring the regular assignment of homework in high school.
- About half of the high-school graduates from the districts intend to go to two- or four-year colleges.
- Almost half of the seniors in all districts take college-entrance examinations.
- Student achievement on standardized tests varies widely. Of the districts reporting S.A.T. scores, 10 percent reported average mathematics scores of 400 or lower, although another 10 percent reported aver-

Continued on Page 16

Academic Requirements in Public High Schools, Fall 1982

Requirements	All districts with high schools	Metro status		
		Urban	Suburban	Rural
Total school districts	11,370	366	3,725	7,280
Average minutes per day of credit classes	298.4	294.4	290.7	302.6
Average number of credits[1]	19.8	19.9	19.9	19.8
Average number of credits in core subjects[2]	9.5	10.0	9.3	9.6
Average number of credits in:				
math	1.7	1.9	1.6	1.7
science	1.6	1.6	1.4	1.6
English/language arts	3.6	3.8	3.7	3.6
history/social studies	2.6	2.6	2.6	2.6
foreign languages	*	*	*	*
physical education/health	1.7	1.9	1.9	1.6
Percent of districts requiring minimum competency tests for graduation	25	42	37	19
In math	23	41	33	17
In English/language arts	20	38	29	15
In other subject	12	23	19	7
Percent of districts with formal policy requiring regular assignment of homework at senior high school level	23	40	29	19

* Less than .1

[1] In the survey, a unit of credit was defined as a class scheduled for a minimum of 200 minutes per week (275 minutes for a lab class) for 36 weeks. All credits have been converted to a four-year base.

[2] Math, science, English/language arts, social studies/history, and foreign languages.

Source National Center for Education Statistics

TEACHERS/ EDUCATORS

The beauty of the

FREEDOM OF CHOICE

is yours with

PEMBA Founded 1970

PROFESSIONAL EDUCATORS MUTUAL BENEFIT ASSOCIATION

Since 1970, **PEMBA** has provided a variety of economic benefits to its members. Membership is open to educators and all others in the Field of Education (i.e. Professors, Teachers, School Administrators, Staff, Principals, Counsellors, etc., in both the private and public sectors).

PEMBA offers an alternative to the benefits offered by NEA and AFT:

No annual dues for county, state, or national offices

- **Yes,** we have **Professional Liability Insurance up to $500,000**
  Only $25.00 per year ($26.50 in Ohio)
  (Not yet available in Texas)
- **Yes,** we have **Life Insurance Plans** available
- **Yes,** we have **Accidental Death and Dismemberment** plans available
- **Yes,** we have **Long Term Disability Protection** available
- **Yes,** we have **Hospital Income Protection** available
- **Yes,** we have a **Medicare Supplement Policy**
- **Yes,** you are able to keep your coverage even when you decide to leave teaching or move from your present teaching area.
- **Yes,** you could save a great deal of money over the years through the elimination of annual dues.
- **Yes,** it does add up. **PEMBA** is truly a beautiful choice, and the only fee you pay is a one-time $2.50 lifetime membership fee.

PEMBA represents the true beauty of the **freedom of choice.**

PLEASE SEND ME **FREE** INFORMATION BROCHURES ON THE FOLLOWING:

☐ Professional Liability ☐ Long Term Disability ☐ Accidental Death and Dismemberment
☐ Life Insurance ☐ Hospital Income Protection ☐ Tax Shelter Annuities
☐ Medicare Supplement ☐ Free Hertz Discount Card

NAME_____
First Middle Last

MAILING ADDRESS_____

_____

_____
City State Zip Code

Mail to: PEMBA, Professional Educators Mutual Benefit Association
8027 Leesburg Pike, 7th Floor, Dept. 11, Vienna, Va. 22180
Phone (703) 556-9700

SCHOOLS: WHAT WORKS

Any illusions that Lakeland High School seniors in a course called "Leadership" may have had about the ease of becoming a respected student leader are certain to be dispelled by the class's rigorous requirements.

To show them that genuine leaders are more than figureheads, the program requires the 35 students of this popular year-long course at the Shrub Oak, N. Y., high school to give their talent and time to benefit the school and the community.

The school's assistant principal, Robert Maher, developed the program five years ago to combat low school morale and to revive the student-government system. He wants students to know that they have abilities of value and that they can work constructively to shape their environment.

He asks the students in the class to: discover their own strengths and limitations; study various leadership styles and the lives of "famous leaders"; provide certain services to the school through committees; and volunteer 20 to 100 hours to a community organization.

The students coordinate a variety of school-oriented projects, such as the school's communication systems (the intercom, newspaper, bulletin boards, announcements), fund-raising drives, health fairs, and a crime-watch program.

In the community, the students pledge their time to such tasks as assisting in nursing homes, acting as special-education tutors, and acting as "big brothers" or as "big sisters" to the area's children.

For more information, contact Robert Maher, Assistant Principal, Lakeland High School, E. Main Street, Shrub Oak, N. Y. 10588.

□

A "dead" language is helping lively students communicate more effectively in Wood-Ridge, N. J.

Students at Wood-Ridge High School and their parents asked for greater emphasis on the humanities and communication skills. Two teachers of English and languages, Elizabeth Greeley Marcellaro and Gretta Roffman Ostrovsky, developed a program called "Verbal Vibes With Latin" for grades 6 through 12 to help the students increase their English vocabulary. The program shows how English words developed from Latin ones.

The teachers wrote graded workbooks that were published in 1982 by Lumen Publications [324 Passaic Ave., West Caldwell, N. J. 07006; $7.50 for the grade 11 workbook and $7.00 for all others.] Teachers using the workbooks need not have a background in Latin.

For more information, contact Gretta Roffman Ostrovsky, Wood-Ridge High School, 258 Hackensack Street, Wood-Ridge, N. J. 07075.

□

Where can a student go unblushingly for help with "writer's block" or a question about inside quotation marks? Students at Darien (Conn.) High School turn to their own "Writing Center."

At the center, juniors and seniors who have successfully completed a course in advanced composition and peer tutoring volunteer to help other students with their writing assignments for any course. These "peer tutors" offer suggestions on restructuring paragraphs, on punctuation, and on other composition and grammatical matters.

The tutors improve their own skills by writing critiques of the papers of other students. They must hone their verbal-communication skills to efficiently "brainstorm" ideas and explain their suggestions to their classmates.

Some of the students who come to the center have been assigned a specified number of tutorial sessions to work on writing problems. Others visit voluntarily during any free period they may have.

The school's English teachers report that these services effectively supplement the individual conferences that they are able to hold with their students each year, and they occasionally ask the tutors to assist them in class.

For more information, contact Doug Paulsen, English Department, Darien High School, Nutmeg Lane, Darien, Conn. 06820-3399.

□

Schoolchildren are seldom given a chance to develop solutions to their community's problems or to present these solutions to receptive officials in government and business.

But at Intermediate School 139 in New York City's Bronx section, students have been given such a chance through an informally administered project known as GUTS [Governmental Understanding for Today's Students]. For nine years, students concerned about the social, housing, and sanitation problems of their community have been allowed to choose one to study and work with city officials to solve them.

Three teachers and about 70 students usually participate. The teachers weave the special project into their subject-area teaching in social studies, English, and language arts.

According to the school's assistant principal, Walter Kurtzman, the program seeks to develop "critical thinking and student involvement in a context which involves the community in which the student will soon function as an adult."

After the students investigate the history of a problem, such as inadequate health care, they consider possible solutions and work to implement some part of them, if possible. One year, a group of students presented a health plan for the community to the Bronx borough president and also organized a community health fair.

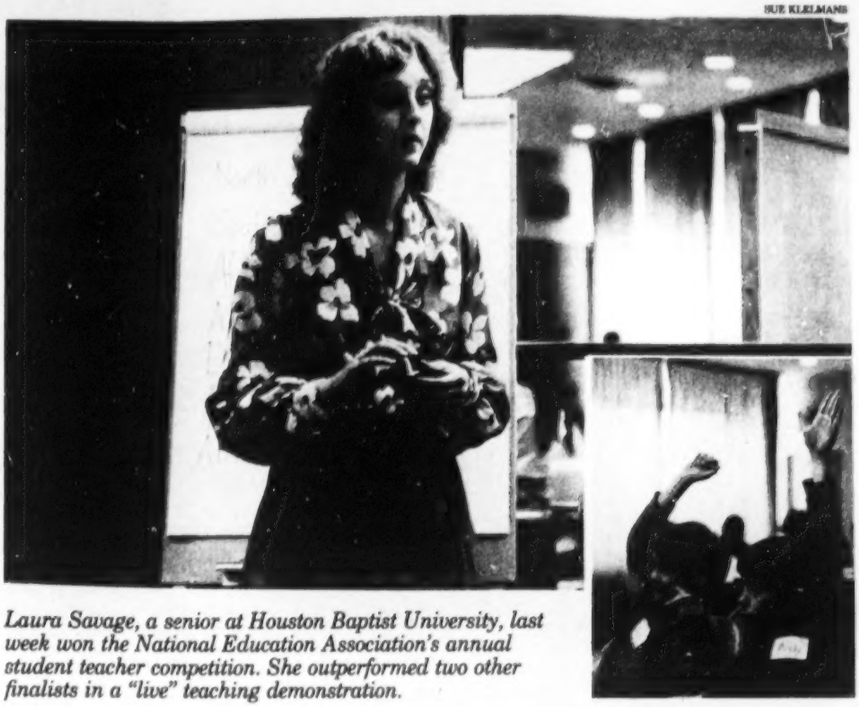
The program has been highlighted in a publication of the National Council on Resources for Youth as an exemplary approach to developing responsibility in adolescents.

For more information, contact Walter Kurtzman, Assistant Principal, Intermediate School 139, 345 Brook Avenue, Bronx, N. Y. 10454 or Joan Schine, National Commission on Resources for Youth, 36 West 44th Street, New York, N. Y. 10036.

—Tricia Furniss

Word of innovative, effective programs may be sent to SCHOOLS: WHAT WORKS, Education Week, 1333 New Hampshire Ave., N.W., #560, Washington, D. C. 20036. (When writing to others for more details, please include a self-addressed, stamped envelope.)

SUE KLEIMAN



Laura Savage, a senior at Houston Baptist University, last week won the National Education Association's annual student teacher competition. She outperformed two other finalists in a "live" teaching demonstration.

Group Plans Gifted-Children Program

Continued from Page 6

University's college of business administration. "Perhaps there is also the feeling that bright kids need no help, they can make it on their own. We know that this is not so."

As evidence, Mr. Seidman cited a study of high-school dropouts that indicated that 11 percent of all high-school dropouts interviewed had I.Q.'s of 110 and above.

"These should have been among the talented college students of their generation, yet they did not qualify for high-school diplomas," Mr. Seidman said. "The reason is all too well known to educators. The child who is not challenged all too often becomes turned off and does not develop his full potential."

Mr. Seidman's assessment was supported by Arlene Morales, a 20-year-old high-school dropout who graduated with honors from Goucher College last year and plans to attend The Johns Hopkins University medical school.

"I had to work hard to take the type of courses I felt comfortable in," Ms. Morales said. "The school was opposed to any sort of change. They said, 'No one has ever done this sort of thing before.' They didn't know what to do with me."

Mathematically Precocious

While in 7th grade, Ms. Morales began taking algebra courses offered through Johns Hopkins' program for mathematically precocious youth. "This caused some trouble with my school administrators," she said. "I pointed out to them that I could get algebra downstairs in our own building. They said that there were no provisions for that and that, as a matter of fact, I would have to supplement any algebra with my regular math class."

"In high school it got worse," she said. After completing the school's mathematics curriculum in the 9th grade, Ms. Morales asked for and received permission to take advanced mathematics courses at a local college. One year later she decided to attend college full time.

"My high school again said they had no provision for that," she said. "They said that I'd flunk out. I still don't have a high-school diploma, but I made Phi Beta Kappa and graduated from Goucher at 19."

Committee of Business Leaders

According to Mr. Ikard, a past president of the American Petroleum Institute, the consortium's first order of business is to establish committees of business leaders during the next two years in each of the 50 states and the District of Columbia, Puerto Rico, and the Virgin Islands. He said that the group hopes to have a representative in each of the nation's school districts.

Once this is accomplished, the school-district representatives will conduct surveys in order to determine the number of students identified as gifted in their region, the quality of services that they currently receive, and the ability of the local business community to help them.

According to Jacqueline A. Meers, the consortium's executive director, the business community can help gifted students by providing them with mentors and summer internship programs.

They can help schools by providing them with experts to teach seminars, by donating scientific equipment, and by opening up their facilities to students.

"Business is looking at the bottom line," Ms. Meers said. "Right now it is spending close to $30 billion every year to train and retrain its employees. That's a startling figure."

Survey Stresses Attendance

Continued from Page 5

age scores of 520 or higher.

Preliminary analyses of survey data revealed "some positive relationships" between the district requirements and student achievement as measured by scores on standardized tests and interest in college.

The pattern, however, "was not consistent across the three achievement measures," according to the study.

In districts where students spent more class hours in credit courses, they scored significantly higher on the S.A.T. But in districts where the A.C.T. was the more widely administered test, students spending more hours in credit courses did not score significantly higher on the examination.

The study also noted that "student achievement in districts requiring competency tests or regular homework at the senior-high level does not differ significantly from that in districts without these requirements."

EDUCATIONAL BOOKS
by Reading Specialists
Phonics—A Tool for Better Reading and Spelling
Readers—Short stories for easy reading
Teachers/Parents: the interesting illustrations are enjoyed by pupils making learning fun.
Inquiries to: **Victoria M. Tewell, 4 Spring Hill Ct. Chevy Chase, Md. 20815. Tel. (301) 656-3353**

IMPACT AID

A federal judge has declared unconstitutional a North Carolina law that permits districts to charge tuition for military dependents if impact-aid payments fall below 50 percent of the cost of educating a student in those districts.

See Page 5.

CIVIL RIGHTS

President Reagan plans to replace three members of the U. S. Civil Rights Commission with appointees whose views may be more in harmony with his and to name as staff director an official of the American Federation of Teachers.

See Page 10.

PRIVATE GIFTS

Contributions to independent schools reached a record $295 million last year, 8.3 percent more than the previous year's total. Contributions to a "core group" of 326 schools rose 27.7 percent, the greatest gain in 10 years, according to a survey.

See Databank on Page 16.

EDUCATION WEEK

American Education's Newspaper of Record Volume II, Number 36 · June 1, 1983

© 1983 Editorial Projects in Education

Court Bars Tax Breaks for Discriminatory Schools

High Court Ruling Divides Private-School Community

By Eileen White

WASHINGTON—The decision by the U. S. Supreme Court last week to deny federal tax exemptions to schools and colleges that practice racial discrimination was hailed by representatives for many private schools as a vindication of the schools' anti-discrimination policies.

"I hope it will bury forever the notion that racial discrimination is widespread in private education. The few private schools that have been discriminating have been giving the great majority of private schools a black eye," said Robert L. Smith, executive director of the Council for American Private Education, which represents schools that enroll 80 percent of the nation's private-school students.

The text of the Court's opinion begins on page 11.

Similarly, the Boston-based National Association of Independent Schools said in a statement that it was "fully in accord" with the Court's 8-to-1 decision.

The ruling issued last Tuesday against Bob Jones University and the Goldsboro Christian Schools was, however, denounced as religious discrimination by Jack Clayton, the representative here for the Chicago-based American Association of Christian Schools, which represents 1,100 schools around the country.

"We are now back to a medieval doctrine of *raison d'état*," Mr. Clayton said. "It makes every religious institution—church and school—subject to arbitrary and capricious definitions of public policy that have never been enacted into law."

Both the university and the schools maintained that their racially discriminatory policies were based on religious beliefs. The university has admitted black students since 1975, but it does not permit interracial dating or marriage among its students. The Goldsboro schools have not admitted black pupils since the schools began operating in 1963.

In the opinion, written by Chief Justice Warren E. Burger, the Court upheld a regulation issued in 1970 by the Internal Revenue Service (I.R.S.) that discontinued the granting of tax-exempt status to schools that practiced racial discrimination.

The strongly worded ruling, from which Associate Justice William H. Rehnquist was the sole dissenter, asserted that "there can no longer be any doubt that racial discrimination in education violates deeply and widely accepted views of elementary justice."

"It would be wholly incompatible with

Continued on Page 10

JOHN C. PHILLIPS, THE CHRONICLE OF HIGHER EDUCATION

Bob Jones 2nd, founder of the university that bears his name, with his son, Bob Jones 3rd.

Southern States Seeking Change In Chapter 1 Aid

Per-Capita Income Would Be Considered

By Tom Mirga

WASHINGTON—A group of Southern senators is pressing several colleagues to adopt a new formula that would significantly alter the way the federal government distributes $2.68 billion in Chapter 1 education aid for disadvantaged children, less than a month before that aid is scheduled to be disbursed to the states.

The Senators' proposal would add a new variable—state per-capita income divided by the national per-capita income—to the formula now used by the Education Department to determine the size of Chapter 1 basic grants to states.

The addition of that variable would result in a drastic shift in funds from states with a high per-capita income to those with a low per-capita income. Those funds will begin flowing to the states on July 1.

In general, per-capita income in the Southern states—and especially in the Southeastern states—is lower than the national average. Because it is a "zero-sum game," critics of the plan say, adoption of the proposal would ensure that Chapter 1 grants to states such as California, Connecticut, and New York would be reduced while those for Kentucky, Mississippi, and Tennessee would be increased.

Amendment to Senate Bill

Senators Jeremiah Denton, Republican of Alabama and Dale Bumpers, Democrat of Arkansas, may offer the proposal as an amendment to one of a number of bills that are likely to be brought to the Senate floor soon. According to the Senators' aides, the proposal may be attached as an amendment to the Senate bill, recently approved by the Labor and Human Resources Committee, to improve the quality of mathematics and science instruction.

The Senators are hoping that the amendment, which would take effect immediately after the President signed the bill, can become law before Chapter 1 funds for the upcoming school year are allocated, the aides said.

The drafting of the amendment stems, in part, from last year's battle between the states over the distribution of Chapter 1 aid. The fight, which pitted 11 states, Puerto Rico, and the city of Chicago against 12

Continued on Page 19

States, Municipalities Asked To Bail Out Insolvent Schools

Effects of Proposition 2½ Squeeze Mass. Budgets

By Susan G. Foster

After a series of "amicable" negotiations this year, the mayor and city council of Brockton, Mass., reluctantly agreed to bail the school district out of a $1-million budget deficit, with an understanding that there would be no future bailouts.

But the Brockton School Committee anticipates it will need $3.5 million more than its fiscal 1984 budget, and with no hope of help from the city, the committee is turning to the state for the revenue. The response so far has not been favorable, school officials say.

Without the additional funds, the Brockton district—the fourth largest in Massachusetts—will be forced to lay off 150 teachers, to close five schools, and to eliminate basic-education programs, the officials say. Since 1980, the district has laid off 442 teachers and reduced the staff in the central administration to five people, according to Superintendent of Schools Thomas J. Whalen.

Brockton is only one of a number of Massachusetts districts struggling to avoid budget deficits, and several of them have not encountered the kind of cooperation from city leaders that the Brockton school officials have.

Met To Express Concerns

School-district administrators from 11 of these financially pressed communities, including Brockton, Lynn, Quincy, and Worcester, met recently with Gov. Michael S. Dukakis's special assistant for education to express their concerns about next year's financing of their programs. They contended that the schools have been the hardest hit by Proposition 2½—the property-tax-limitation measure approved by the voters

Continued on Page 18

San Jose, Calif., Board Votes for Bankruptcy

By Charles Hardy
Special to Education Week

SAN JOSE—Officials of the San Jose Unified School District have voted to proceed with plans to declare bankruptcy.

The board made the decision May 19 in light of an arbitrator's ruling that the district must pay its employees the 6.1-percent raise this year and 6-percent raise next year that it agreed to under a three-year contract.

See related stories on pages 6 and 18.

Although the five-member board unanimously gave the district's administrators approval to explore the possibility of bankruptcy proceedings, it also ordered them to continue to negotiate with two employee unions in an effort to persuade them to give

Continued on Page 18

THE WEEK

A SUMMARY OF NEWS AND EVENTS

In Summary

A Settlement
Four nuns have ended a lawsuit against their bishop—the first of its kind—and will seek new teaching jobs. **Story on Page 4.**

Seniors With Juniors
A Washington, D. C., program that brings elderly volunteers into the schools is a success, according to participants. **Story on Page 4.**

Shortage of Black Teachers
A national association of education schools proposes to help black education students earn their certification. **Story on Page 4.**

Raising Standards
Washington, Oregon, and New York move to change curriculum requirements and content. **Story on Page 5.**

Going Broke
Does San Jose's decision to declare bankruptcy offer an idea that other financially troubled districts might emulate? **Story on Page 6.**

Clearing the First Hurdle
The Senate Finance Committee—as it did last year—has approved the Administration's tuition tax-credit proposal. **Story on Page 8.**

Upping the Ante
Business representatives tell a House committee that salaries must be raised to attract and keep good teachers. **Story on Page 8.**

A Decision, Finally
The Senate's much-debated budget resolution is approved, including a $1-billion increase in education funding. **Story on Page 8.**

Oops
Principals of schools cited by the President as succeeding without federal help offer other perspectives on the matter. **Story on Page 9.**

New Faces for Civil Rights Commission
The President plans to replace three of the advisory panel's six members and to appoint a new staff director. **Story on Page 10.**

Commentary	20 and 24	In Federal Agencies	9
Computer Column	16	Letters	21
Databank	16 and 17	Marketplace	23
Deadlines	22	New Bills	8
Events	22	Vocational Education Column	6
For the Record	9	Washington News	8

EDUCATION WEEK (ISSN 0277-4232) is published 42 times per year (weekly except for the first week in January, the last week in June, the month of July, the first two weeks in August, the last week in November, and the last week in December) by Editorial Projects in Education, Incorporated. Editorial and Advertising Sales Offices located at 1333 New Hampshire Avenue, N.W., Suite 560, Washington, D.C. 20036 (202) 466-5190. Subscriptions: U.S. and Canada: $39.94 for 42 issues. Foreign: $85.94 (airmail) and $56.44 (surface mail) for 42 issues. Application to mail at second-class postage rates is pending at Washington, D.C. and at additional mailing offices. **POSTMASTER:** Send address changes to EDUCATION WEEK, P.O. Box 1939, Marion, Ohio 43305. Volume II, Issue 34.

Main Editorial and Business Offices

Suite 560, 1333 New Hampshire Avenue, N.W.
Washington, D.C. 20036
(202) 466-5190

Midwestern Editorial Office
451 The Arcade
Cleveland, Ohio 44114
(216) 241-7320

EDITOR
Ronald A. Wolk

EXECUTIVE EDITOR
Martha K. Matzke

ASSISTANT EDITORS
Susan Walton, Eileen White

COMMENTARY EDITOR
Thomas Toch

STAFF WRITERS
Hope Aldrich, Charlie Euchner, Susan Foster, Alex Heard, Tom Mirga, Sheppard Ranbom, Thomas Toch

MIDWESTERN BUREAU
Peggy Caldwell

ASSISTANT COMMENTARY EDITOR & SYSTEMS MANAGER
Anne Bridgman

EVENTS EDITOR & COPY EDITOR
Tricia Furniss

ART DIRECTOR
Beth L. Schlenoff

ASSISTANT ART DIRECTOR
Ann Rickerich

EDITORIAL ASSISTANTS
Wendy McCarren, Ann Rickerich

CIRCULATION MANAGER
Rhonda J. Sucher

ASSISTANT TO PUBLISHER
Jeff Ranbom

BOOKKEEPER
Lorna Green

PRODUCTION ASSISTANT
Libby Hatch

INTERN
Donna Scampoli

DISPLAY ADVERTISING

East Coast and Midwest
Director
Leslie K. Hubbard
Assistant Director
Frances Gibel
Suite 560
1333 New Hampshire Avenue, N.W.
Washington, D.C. 20036
202 466-5190

ADVERTISING SALES REPRESENTATIVE

West Coast, Oklahoma, and Texas
Joe Shere
1507 Bonnie Doone Terrace
Corona del Mar, California 92625
714 640-5689

Grants to help establish *Education Week* have been made by the following philanthropic foundations: Atlantic Richfield Foundation, Mary Reynolds Babcock Foundation, Carnegie Corporation of New York, Cleveland Foundation, Denver Foundation, Geraldine R. Dodge Foundation, E.I. du Pont de Nemours & Co., Exxon Education Foundation, Fave McBeath Foundation, Frost Foundation, George Gund Foundation, Hartford Foundation for Public Giving, Kettering Family Fund, Esther A. and Joseph Klingenstein Fund, Lilly Endowment, William Penn Foundation, Permanent Charities Fund of Boston, Rhode Island Foundation, San Francisco Foundation, Shell Companies Foundation, The Tinker Foundation.

SUBSCRIPTION RATES IN U.S. AND CANADA

One year (42 issues): $39.94. Outside the U.S. and Canada: $56.44 per year for surface mail and $85.94 per year for airmail. Send subscription correspondence to: Education Week, P.O. Box 1939, Marion, Ohio 43305.

Back issues are available at $1.75 each including 75¢ for first class postage. Send order to: Back Issues, Education Week, Suite 560, 1333 New Hampshire Avenue, N.W., Washington, D.C. 20036.

Subscriptions and Changes of Address
Post Office Box 1939
Marion, Ohio 43305

National

Senate Committee Delays Action on Prayer Amendment

A Senate Judiciary subcommittee abruptly cancelled a recent hearing to mark up a proposed constitutional amendment that would allow prayer in public schools after Reagan Administration officials objected to a plan to change its wording.

According to staff members on the Subcommittee on the Constitution, several senators on the panel would like to modify the language of the proposal, S.J. Res. 73, in a manner that would allow silent prayer and equal access to school property for student religious groups.

The Administration-drafted amendment reads: "Nothing in this Constitution shall be construed to prohibit individual or group prayer in public schools or other public institutions. No person shall be required by the United States or by any State to participate in prayer."

Constitutional scholars who have testified before the subcommittee have warned that such language could open the way for states to mandate the reading of government-drafted prayers, thus endangering the constitutionality of the proposed amendment. The substitute language under consideration, they continued, stands a better chance of passing constitutional muster.

The subcommittee staff members said that the Administration asked for additional time to discuss the proposed changes with the senators. The subcommittee was scheduled to take the measure up again late last week.

Groups Ask Courts To Consider Cases Of Layoff by Race

The American Federation of Teachers and the National Association for the Advancement of Colored People recently announced that they would seek appeals in two separate, but related lawsuits involving the constitutionality of racially-motivated teacher layoffs.

The A.F.T., on behalf of its Boston affiliate, announced last week that it would ask the U.S. Supreme Court to reconsider its decision of last October not to hear a case involving the layoff of more than 1,000 white teachers in the city.

Meanwhile, spokesmen for the N.A.A.C.P. said the organization would ask the full five-member panel of the U.S. Court of Appeals for the Sixth Circuit to rehear a case involving the layoff of white teachers in Kalamazoo, Mich.

In the Boston case, *Boston Teachers Union* v. *Boston School Committee*, the U.S. Court of Appeals for the First Circuit ruled that a federal district judge had the right to order the school district to furlough senior white teachers in order to preserve the jobs of recently hired black teachers. In the Kalamazoo case, *Oliver* v. *Kalamazoo Board of Education*, a three-member panel of the Sixth Circuit Court reached the opposite conclusion.

The A.F.T. is backing the more senior white teachers in both cases. The N.A.A.C.P. is representing black teachers in the cases.

Math Group Rejects Quick-Fix Remedy For Teacher Shortage

The shortage of qualified mathematics teachers is indeed jeopardizing the education of American children, but according to a new position paper issued by the National Council of Teachers of Mathematics, short and limited retraining programs will only make the situation worse.

Although sympathetic to the plight of districts unable to find qualified teachers, the council urges them to adhere to its existing standards for teacher training.

Those standards, published in 1981, outline a relatively rigorous curriculum for those intending to teach mathematics.

The curriculum would include for junior-high-school mathematics teachers, for example, three or four years of high-school-level mathematics and one semester-long college-level course in calculus, trigonometry, geometry, computer science, abstract algebra, probability and statistics, and methods of mathematics teaching.

In contrast, the council notes, many of the retraining programs "set their standards far below" the levels recommended. The programs also tend to "suggest that the retraining necessary can be accomplished in exceedingly short periods of time and with limited attention to the need for relevant, up-to-date course content."

States

Schools Said Key To High-Tech Group's Choice of Austin

The city's "commitment to academic excellence" was a major factor in the decision of a consortium of 12 high-technology and research firms to choose Austin, Tex., as a home. The firms will soon bring at least 200 new "high-tech" families into the Austin Independent School District.

"We're really thrilled," said a district spokesman, adding that the new consortium will raise the district's tax base and bring students of "high motivation" into the schools.

Retired Admiral Bobby Inman, chairman of the new consortium, Microelectronics and Computer Technology Corp., said the families employed by the company will be looking for high-quality education in the Austin schools, and he urged increased state support for the public-school system.

Mr. Inman is a graduate of the University of Texas. The university, the local chamber of commerce, Texas A & M University, and city officials cooperated to attract the research consortium to Austin. San Diego, Atlanta, and Research Triangle Park, N.C. were also seeking to attract the firm.

Maine Legislator Hopes To Establish Excellence Panel

The majority leader of Maine's House of Representatives, taking her cue from the federal government, recently announced that she would introduce legislation seeking the creation of a blue-ribbon panel to investigate the condition of education in the state.

"Our once-revered system of education is not producing the tools or the motivation necessary to help our young people realize their full potential," said Representative Elizabeth H. Mitchell, majority leader of the state House of Representatives, in announcing her proposal for a Maine Commission on Excellence in Education.

The proposed 21-member commission would be given until Jan. 31, 1984, to compile a list of recommendations for Gov. Joseph E. Brennan and the state legislature, she said.

Falwell Urges Neb. To Test Students in Private Schools

The Rev. Jerry Falwell, speaking recently at a church in Lincoln, Neb., suggested one way to resolve the continuing controversy over state regulation of private schools that has resulted in several lengthy legal disputes in the state.

Mr. Falwell, leader of the Moral Majority, said children in private schools should be tested and the results reported to the state. "If the tests show these children are not being educated," he said, "then [the state] should come down on these